

French Pronunciation Difficulty for Javanese Speakers: A Two Language Interference

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ABSTRACT

Purpose: This study aims to determine the difference between French and Javanese sound systems and to determine students' strategy in realizing French phonemes that are not commonly found in Javanese.

Design/methodology/approach: This study uses the qualitative descriptive method. The results of this study are that there are differences of the way to produce consonant sound of (ʒ) and (r), nasal vocal phonemes of (ɛ̃), (œ̃), (õ), (ã), and consonant phoneme of (v), and also in order to adapt with this different sound system, the students practiced by repeating the sound production and the lecturers tolerated it.

Findings: In learning French, there are several challenges that Javanese speakers experience. One of the challenges they experience in speaking French as a second language is the difficulty in pronouncing French words. It is because of the different sound system that requires them to do several adaptations.

Research limitations/implications: State your limitation here.

Practical implications: The conclusions of this study are that there is different sound system for French and Javanese and in order to minimize the sound interference, students must practice a lot and lecturers should tolerate pronunciation errors that students do as Javanese speakers

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I. INTRODUCTION

State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explain how you addressed the problem and clearly state the aims of your study. As you compose the introduction, think of readers who are not experts in this field. Introduction must be written using 750 until 1000 words. In this era of disruption, foreign language especially French can be studied by anyone including Javanese speakers. Many high schools and universities facilitate that Voltaire language. French for Javanese speakers is a language that is not commonly used in everyday life so this causes Javanese speakers experience several challenges. One of the challenges is the different sound production rules between French (BP) and Javanese (BJ). The existence of these different principles certainly creates the habit of activating different articulations.

In the French sound system, there are quite a variety of vowel phonemes, consonants, semivowels, and diphthongs, there are varieties of articulation tools activation. So that it can be made sure that there is a phoneme mismatch between Javanese and French. This diversity of sounds or phonemes in French causes Javanese speakers to experience difficulty in pronouncing French phonemes. This difficulty is normal but it must be solved. One of

way that can be done to solve this is that Javanese speakers need to understand the sound system or the phonology of the French language.

BP is an Indo European language that has different writing and pronunciation. As a system, BP has rules that must be obeyed by its speakers. The BP rules and the BJ rules are different. Each of them has its characteristics. BP is a flexi language that recognizes changes in the form of words, such as the classification of verbs according to their forms of time, persona, type, and the number of subjects in a sentence (Crystal, 1987). While BJ is an Austronesian language that does not recognize form changes on each of its morphemes (Keraf, 1991).

Marsono (1986) wrote a book entitled *Phonetic*. In a part of the writing, it describes the standard BJ vowel sounds. The number of vowels in Javanese turns out to be ten, namely [i, I, u, U, e, E, o, ɔ, a, and ə]. Each of the vowel sounds can be distinguished based on the position of the tongue. It is according to the Study of Javanese Vowel Sounds in a Multiethnic Environment: Case Study in Yogyakarta 83 that states that the vowels are distinguished based on the position of the tongue, namely the upper-front vowel sounds, lower-front vowels, upper-front middle vowels, lower front middle vowels, middle-middle vowels, lower-back middle vocals, upper-back vocals, lower-back high vocals, and upper-back vocals".

Tata Bahasa Jawa Mutakhir book, a Javanese grammar book compiled by Wedhawati et al. is the only writing that completely discusses BJ phonemes. In particular, it discusses the vowel sounds including the allophone variants. In that book, it is stated that in standard Javanese there are sounds of vowel allophones, namely (1) high vowel allophones for example, the sound of / i / and / u /; (2) intermediate vowel allophones, for example the sound of / e /, / a /, and / o /; and (3) low vowel allophones, for example, the sound of / a / and / ɔ /. In this book, it is concluded that in standard BJ there are six vowel phonemes, namely / i, u, e, o, ə, and a /.

When communicating, the pronunciation of BP by BJ speakers is very much influenced by the structure, color of the language, and the pronunciation according to the rules of BJ as the first language. As an example, when pronouncing the word "bonjour" [bɔ̃ʒur], BJ speakers will pronounce it as [boŋjur]. The difference in the sound system of the two languages will encourage the interference of BJ into BP. The interference that can occur is in terms of grammar, phonology, and lexical.

This study was conducted based on the oral or spoken pronunciation of BP learners as BJ speakers in the course. Language competence, namely speaking, is a fundamental competence in foreign language learning. This competence is a measure of the learner's ability in mastering foreign languages, in this case is in mastering BP. Based on this, the problems in this study can be formulated as follows:

- a. How is the sound system in BP and BJ?
- b. Which phonemes that have not been pronounced correctly by BJ speakers during BP learning?
- c. What are the strategies to minimize the BJ pronunciation errors when pronouncing BP?

According to the explanation of the problems mentioned above, this study aims to

1. Determine the sound system in both BP and BJ.
2. Identify types of phonemes that BJ speakers often have pronunciation errors in BJ learning.
3. Determine the strategy to minimize BJ speakers' pronunciation errors when pronouncing BP.

A. Theoretical Basis

Language is a system because it has a fixed pattern components and has rules. One of the smallest systems in a language is the sound. This is because the one that becomes the primary object of linguistics is the spoken language (Verhaar, 2005). In this case, BP learners need to study phonology that is the study of language sound Hyman, (1975) states that phonology is the study of the sound system including how the sound is structured and functions in a language, namely how the sounds of this language are used to convey meaning. According to Kridalaksana, (1993) the unit of language sounds in phonetics is called a 'fon'. Meanwhile, the phoneme is the smallest sound unit that is capable of showing a contrasting meaning.

The use of two or more languages by language learners has the potential to create contact between one language and another. This two-language contact event occurs because of the possibility of the shifting of languages used by speakers in their social context (Kridalaksana, 1993), (Suwito, 1982), (Rusyana, 1988).

Interference can be divided into 4 types (Alwasilah, 1985), (Suwito, 1982) 5), namely: (a) grammatical interference that occurs because bilingual speakers are affected by the grammar of their mother tongue when using a second language; (b) vocabulary interference, this is when bilingual speakers tend to use or make use of the vocabulary of their first language; (c) pronunciation interference, this occurs when bilingual speakers tend to use their mother tongue pronunciation when pronouncing their second language; and (d) meaning interference, this is when bilingual speakers try to understand the meaning of the second language, they think about it in their mother tongue. So that it often happens that the meaning of the sentence used does not match the meaning intended by the second language.

Language errors occur because of systematic language irregularities and also because speakers do not completely master the rules of the language they use. Errors are also determined based on the rules of acceptance,

namely whether an utterance is accepted or not by its native speakers. This is in line with the opinion of Pateda, (1989) that states that language errors occur when the word or sentence uttered by someone is wrong according to the native speaker.

II. METHODOLOGY

This study is a qualitative descriptive study. To obtain valid and reliable data, the data used is in the form of recorded spoken pronunciation of several students of the Semester 1 Language Education study program who are taking the "Francais Orale Introductive" course. These students were identified as speakers of JL. The data collection method is by listening to all students recording. The recording contains the voice of students pronouncing the BP words in the form of a dialogue consisting of statements, questions and commands. In the sentence there are vowels, semivowels, consonants and diphthongs. After listening to the results of the student recordings, data analysis was carried out in accordance with the research problem by using contrastive analysis and comparative descriptive analysis. Based on the results of this analysis, it is found that there were pronunciation errors of the BP sounds so that the writers could determine the type of error or interference.

III. RESULTS AND DISCUSSION

A. Javanese and French Language Sound System

The sound system in JL can be divided into three groups, namely vowels, consonants and semivowels. The three groups of sounds and the phonemes are arranged according to certain structural rules. Detailed descriptions of the vowels, consonants, and semivowel phonemes along with their realization in the form of allophones will be given in the following (Marsono, 1993). 2. There are six Javanese Vowel Phonemes and allophones, namely: / i, e, a, u, o / (Marsono, 1993). Those six vowel phonemes are based on the height of the tongue when pronouncing and they can be divided into three, including: high vowel / i, u /; middle / e, o /; and low / a /. Meanwhile when it is based on the part of the tongue that moves when the vowel phoneme is pronounced, they can be divided into three, namely front: / i, e /; middle /, a /; and back / u, o /. When it is divided based on the distance between the tongue and the palate or the stricture when the vowel phonemes are pronounced, they can be divided into four, namely: closed / i, u /; semi-closed / e, o /; semi-open / /; and open / a /. Based on the shape of the lips when the vowel phoneme is pronounced, it can be divided into two, namely: non-round / i, e, a / and round / u, o /.

Regarding the number of vowels in Javanese, there is an opinion stating that there are six Javanese vowels and there is another opinion that states there are seven vowels. Nurhayati, (2003) states that the Javanese language has six vowel phonemes, so vowel [a] has two allophones, namely vowel [a] and vowel [ɐ]. Meanwhile, there are seven Javanese vowels, so the vowels [a] and [ɐ] are stated as separate phonemes. So that the letter [a] is a symbol of two phonemes, namely phoneme [a] and phoneme [ɐ]. As evidence that [a] and [ɐ] are distinct phonemes, that can be seen from the following minimal pairs.

bobok [bobo?] 'sleep' >< bobok [bɔbɔ?] 'parem gosok/ointment for massage'

babak [baba?] 'sratch/blister' >< babak [bɔbɔ?] 'lumur' 'smear'

1. Phoneme / a /

Vowel phoneme that is included in low, front, non-round, and open vowel. This phoneme has two allophones including allophone of [a] and allophone of [ɐ].

2. Phoneme / i /

Phoneme /i/ is a high, front, non-round, and closed vowel. In Javanese vowels, this has two allophones namely [i] and [ɪ], as how /a/ and vowel /ɪ/ can be distributed at the beginning, middle, and end of the syllables.

3. Phoneme / u /

Phoneme /u/ is a high, back, neutral, and closed vowel. Vowel /u/ in Javanese has 2 allophones including [u] and [ʊ]. This phoneme can be distributed at the beginning, middle and end of syllables.

4. Phoneme / e /

Phoneme /e/ is a middle, front, non-round, and half-closed vowel. This phoneme in Javanese has two allophones, namely [e] and [ɛ] that can be distributed at the beginning, middle and end of syllables.

5. Phoneme / o /

Phoneme /o/ is a middle, back, round, and half-open vowel. This vowel in Javanese can be distributed at the beginning, middle and end of syllables. It also has two allophones including [o] and [ɔ].

Javanese consonant phonemes based on the speech tools that form them can be divided into 10 groups. Those 10 groups are as follows:

- 1) Bilabial consonant
Bilabial consonant is formed when the active articulator inhibitor is the lower lip and the passive articulator is upper lip. This includes /p/ /b/ and /m consonants.
- 2) Apico-dental consonant
Apico dental consonant is formed when the active inhibitor is the tip of the tongue and the passive articulator is the upper teeth. Apico-dental consonant consists of phoneme /t/ and /d/
- 3) Apico- alveolar consonant
Apico-alveolar consonant consists of phonemes /n/, /l/ dan /r/.
- 4) Apico-palatal consonant
Apico-palatal consonant is formed when the active articulator is the tip of the tongue and the passive articulator is the hard palate. Apico-palatal consonants include /ɲ/, /ɲ/.
- 5) Medio-palatal consonant
Medio-palatal consonant is formed when the active articulator is the tongue and the passive articulator is the hard palate. Medio-palatal consonants include [c, j].
- 6) Darso-velar consonant
Darso-velar consonant is formed when the active articulator is the base of the tongue and the passive articulator is the soft palate. The sound produced are [k, g, and ŋ].
- 7) Laringal consonant
Phoneme /h/ is the leringal shift in Javanese consonant. This can be distributed in the beginning, middle and end of the word. The following minimal pairs will show it.
kalih [kalih] 'two' >< kalis [kalis] 'rice'
- 8) Konsonan glottal stop
Hamzah consonants/ glottal consonant is created by pressing tightly against each other on the entire length of the vocal cords, by lifting the soft palate along with its thump, so that the air currents are obstructed for a few moments. By squeezing along the vocal cords, the glottis is closed. Suddenly those two membranes of the vocal cords are separated, then it creates a burst of air out, and the sound [ʔ] is heard.

B. Sound System in FL

In the FL sound system there are oral vowels and nasal vowels. Oral vowels are produced when pronouncing the vowels, the vellum (soft palate) rises and closes the channel to the nose so that air will flow through the mouth, for example vowels of / a / or / o /. Whereas when pronouncing nasal vowels, the velum (soft palate) rises and closes the channel to the mouth so that air flows through the nostrils, for example vowels of / ã / or / õ / (Crystal, 1987).

There are 16 French vowel phonemes which are divided into 12 oral vowel and 4 nasal vowel phonemes. The French oral vowel phonemes include phonemes of /i/, /y/, /e/, /ø/, /ə/, /ɛ/, /œ/, /a/, /u/, /o/, /ɔ/, /ɑ/. The French nasal vowel phoneme vokal nasal include phonemes of /ẽ/, /œ̃/, /õ/, /ã/. While for the French consonant phonemes, there are 18 phonemes namely /p/, /t/, /k/, /b/, /d/, /g/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /l/, /r/, /m/, /n/, / ɲ/ and /j/. These French consonants also has its own characteristics when it is viewed whether on its articulation point or its technique of articulation.

Semivowels have both characteristics of consonant and vowel. semivowels are pronounced like vowel but then it is quickly shifted into other sound such as /j/, /ɥ/ or /w/ (Matthews, 1997). There is no sound of /ɥ/ found in Indonesian. The sound of /ɥ/ is the combination between the sound of /y/ and /i/ quickly. The sound of /ɥ/ is formed by rounding the sound of /y/ then followed by widening the lips and end the sound with /i/ sound quickly.

French recognizes three types of semivowels, they are /j/, /ɥ/ and /w/. Each French semivowel has their own characteristics. Based on the area of articulation and technique of articulation. The characteristics for these French semivowels can be mapped as seen on Table 2, while for the distribution, French semivowels usually are placed in the beginning or middle syllables or words in French.

French sound system also recognizes diphthongs. Diphthong is the language sound that when it is pronounced it is marked by the tongue movement and one time tamber change, and it functions as the core of the syllable (Matthews, 1997). Based on the obsevation, there are 11 diphthongs found in French. Those French diphthongs are /wa/, /wẽ/, /ɥi/, /wi/, /jẽ/, /jɛ/, /aj/, /ej/, /œj/, /uj/ dan /jø/.

C. The Realization of JL Phonetic Interference on FL Phoneme Pronunciation

The difficulties in pronouncing FL sounds faced by JL speakers varies. This study focuses on pronunciation difficulties that have a high frequency of being pronounced incorrectly. The inaccuracies that are often made by JL speakers are:

The pronunciation of consonant sound of [ʒ], BJ speakers often pronounce it as [j]. For example in the word "bonjour". There were found that some BJ speakers pronounce the consonant sound [ʒ] becomes [j].

The pronunciation of nasal sound of [ɔ̃] that is pronounced as [ɲ]. For example the word "bon"

The pronunciation of vowel sound of [y] that is pronounced as [u], For example the word "fumer"

The pronunciation of sound of [œ] that is pronounced as [e]. For example the word "bleu"

The Pronunciation of hiss sound of [z] or [ʒ] at the end of the word. The sound of [z] in "française" [fʁɑ̃sɛz]. BJ speakers often pronounce it as [fʁɑ̃sɛs]. This is because in Javanese there is no sound of [z] at the end of the word. The sound of [z] at the end the word is unique because it only appears when the pronunciation of that syllable is lengthened.

The sound of [ʒ] at the end of the words for example in the word "voyage", "paysage", "bouge", "neige". Students who learns French who are still beginners often match it with the sound of [j]. Whereas a series of letters "g" that is followed by the letter "e" produces phoneme [ʒ]. The sound of [ʒ] at the end of this word can also appear when the pronunciation of the syllable is lengthened.

D. French Pronunciation Strategies for Javanese Speakers

To be able to master French, learners do not only try to master the sound system only, but they try to master the other rules (grammar, vocabulary, the prevalence of use). Therefore, French pronunciation difficulty to produce the same sound like the native speakers should not be an obstacle for learning. Learners must master those rules step by step. Pronunciation-wise, learners do not need to immediately able to pronounce the phonemes as how the native speakers do, but they must try to pronounce it close to how native speakers do to be able to convey the message as intended.

In order to produce sounds appropriately, learners can apply these following strategies:

1. Keep repeating in practicing pronunciation

For learners, especially BJ speakers; Keep repeating the BP pronunciation exercises in order to understand the sound system in BP. This repetitive form of practice can be done by doing phoneme-syllable-word pronunciation exercises or by playing games. This form of phoneme-syllable-word training is a gradual exercise, this is the phoneme practice in the form of technique of articulation, then practice of pronouncing syllables, then words, for example: to pronounce the sound of [y] the learners practice with the lips forming the letter "u", push the vowel sound "i". If you have, then practice saying the syllables "bu", "du", "fu", "lu", "mu", "nu", "ru", "su", "tu". Then the words "fumer", "nut", "rue". This repetitive pronunciation practice can be done by playing games. For example, pronouncing a Javanese word with French pronunciation rules. As an example of practicing the pronunciation of the sound of [z] at the end of a word is saying Javanese words ending in the sound of [s] by replacing them with the sound of [z]. For example, a series of words in the following sentence "Gadis manis kebele pipis", or Javanese words "atis", "endas".

2. Find the compatible sound from other language

For the learners who have Arabic sound knowledge (this knowledge is obtained from reciting Koran), they can apply the technique to pronounce the sound of [ʁ] from the "kha" consonant.

3. Tolerate

BP teachers can practice learners' pronunciation and tolerate the BJ speakers inaccuracy in pronunciation as long as it does not change the meaning of the words.

IV. CONCLUSION

Based on the study result, it can be concluded that the sound system difference between JL and FL causes difficulty for the JL speakers in pronouncing certain phonemes. This difference causes phoneme incompatibility between JL and FL. JL speakers who have the habit of JL pronunciation must have the difficulty in pronouncing FL phonemes. Some sounds that JL speakers hard to pronounce are 1 consonant sound [ʒ], nasal sound [ɔ̃] vowel sound [y], and sound [œ]. The difficulty in pronouncing those makes the JL speakers who study JL to find the closest sounds in their first language. To reduce error, they keep repeating to practice the pronunciation, to find the compatible sound from other languages and to give tolerance of the pronunciation error that is done by JL speakers as long as it does not change the meaning of the word.

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